

Inspection of Roxmead Pre-School Nursery

South Harrow Methodist Church, Walton Avenue, HARROW, Middlesex HA2 8QU

Inspection date:

12 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is not yet good enough for all children. Through effective monitoring, leaders and managers are acutely aware of the practice. They accurately recognise where there is some variability in the quality of teaching. Plans are in place to ensure the broad curriculum is embedded for all children.

Children with special educational needs and/or disabilities (SEND) progress well. They learn vital skills, due to the high staff-to-child ratios and specialist teacher in place. Children have access to a wide variety of interesting activities that mostly take account of the skills they need to learn. Staff engage well with children and want the best for them. Children behave well. Staff consistently remind them of how their behaviour can keep them safe, such as 'walking' indoors. Children follow instructions and beam smiles when they are praised for their effort and achievements.

Children who speak English as an additional language do not confidently vocalise as much as they are capable of. The manager does not take full advantage of staff with dialects in common with children, to develop language skills. Children share positive relationships with key staff. However, key staff do not always share specific information with each other to ensure continuity in learning for children staying all day. Parents speak very highly of the nursery. They appreciated fully the support they received during the COVID-19 pandemic. Parents comment on how their children are treated as individuals and feel valued by the staff.

What does the early years setting do well and what does it need to do better?

- Staff work extremely well with other professionals and parents to identify and review the ongoing progress of children with SEND. Children learn to achieve their individual goals during well-planned and targeted sessions with a specialist teacher. They participate with enthusiasm and engagement in step-by-step learning. Children learn vital new skills, such as taking turns, and they practise these frequently with their friends. Leaders use funding received for children effectively to ensure children's progress.
- Children eagerly participate in small-group activities. They learn to concentrate and listen with intent as they respond to very clear instructions. Staff are skilled at moderating their tone of voice to capture children's interest. Children are mesmerised by toys that light up and dance on the table. During these sessions, staff use time effectively to help children focus, retain their interest and increase their communication skills.
- Staff plan a range of activities based on a specific popular book. Children show a keen interest and participate with enthusiasm in the activities. Young children learn to notice the colours in a turnip. For example, they learn how to mix purple

and white to create light and dark shades when painting their turnip. Staff support children, but not all staff are aware of what children need to learn next to ensure they receive targeted support consistently.

- Children enjoy stories. Staff help them notice pertinent words in the story. Many children join in and enthusiastically respond to staff's searching questions to identify what comes next. However, children who speak English as an additional language do not confidently share their knowledge about the story until they are asked later in their home language.
- Staff generally work well as a team and are keen to secure children's progress. They plan the curriculum and activities together. Leaders and managers have a clear plan of action to ensure children have consistently good opportunities to learn across the setting. However, they have not yet fully implemented the plan. Staff receive regular supervision and have lots of training opportunities to ensure their ongoing development.
- Staff supervise children well to ensure their safety. They form secure relationships with specific key staff and receive reassurance and cuddles when they need. However, staff do not share information with each other well enough to support the learning needs of children who stay all day.
- Children learn healthy habits through eating nutritional foods and by washing their hands at appropriate times to maintain their hygiene. They participate with joy in the action songs. Children use their movements to express their actions and they respond well to the lilt in the rhythm. Older children release their energy in the outdoor area.

Safeguarding

The arrangements for safeguarding are effective.

Staff keep up to date with their knowledge of how to protect children at risk of harm. They pay attention to children's communication and understand how to report any concerns. Leaders and managers monitor children's attendance, and parents are aware that they must report any absences. Staff follow the nursery's mobile phone policy, which they also share with visitors. Staff identify risks in the environment and take steps to promptly reduce or eliminate these to keep children safe. Leaders and managers complete checks for staff to help ensure their suitability to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

make sure all staff know and understand what children need to learn next, to implement consistently good teaching and learning for all children	25/02/2022
provide children who speak English as an additional language with consistent opportunities to engage in challenging conversations, to improve their confidence in acquiring and practising English speaking skills	25/02/2022
ensure key staff share information with one another about the learning needs of children who stay all day, to ensure their progress.	25/02/2022

Setting details

Unique reference number	EY555664
Local authority	Harrow
Inspection number	10209795
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	60
Number of children on roll	57
Name of registered person	Bright Ideas Teaching and Learning Ltd
Registered person unique reference number	RP532805
Telephone number	07946593470
Date of previous inspection	Not applicable

Information about this early years setting

Roxmead Pre-School Nursery registered 2017. It operates from South Harrow Methodist Church in the London Borough of Harrow. The setting opens each weekday from 9am to 3pm. There are 14 qualified staff who work with the children.

Information about this inspection

Inspector
Malini Mandalia

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector conducted a learning walk with the provider and the manager to discuss the curriculum.
- The inspector conducted two observations jointly with the manager.
- The inspector observed the quality of education and the impact on children's progress.
- The inspector reviewed pertinent records, including attendance records
- The inspector spoke to several staff about the setting's policies and procedures.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021